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This second newsletter publication of the Bureau of Indian Affairs follows the format of the first issue. (See related document AL 001 671.) The first article, "Language Drill and Young Children," is by Muriel Saville of Texas A & M University. The author's experience has convinced her that in a classroom situation, a language is not caught by mere exposure, but requires a sequential and systematic presentation of structural elements for maximum effectiveness and efficiency with students of all ages. When provisions are made for different interest levels and attention spans, language "drill" is compatible with the more informal curriculum of early childhood education. Illustrated are various types of language activities, developed specifically for teaching the contrastive sounds of English to children in kindergarten, beginner, or first grade classrooms. Carol J. Kreidler's "Teacher's Bookshelf" lists and describes selected supplementary materials for the teacher's reference, for the classroom, and for adult education work. Ruth E. Wineberg's "Information Exchange" is devoted to descriptions of new developments in BIA schools, projects and activities of particular interest to educators of American Indians, and professional meetings, institutes, and fellowships in the fields of English for speakers of other languages and bilingual education. (AMM)

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ENGLISH FOR AMERICAN INDIANS

A Newsletter of the Office of
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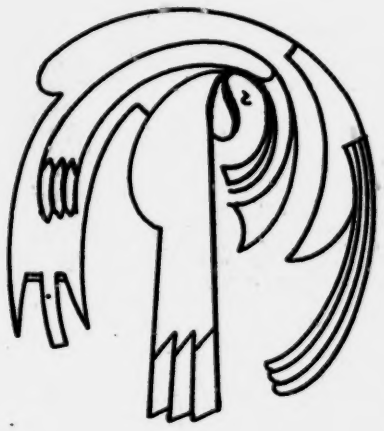

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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WINTER 1969

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United States Department of the Interior
Walter J. Hickel, Secretary

BUREAU OF INDIAN AFFAIRS
Robert L. Bennett
Commissioner

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ENGLISH FOR AMERICAN INDIANS

A Newsletter of the Office of
The Assistant Commissioner for Education
Bureau of Indian Affairs
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WINTER 1969

FOREWORD

The dramatic response to the first issue of English for American Indians is most certainly evidence of its high caliber but, in addition, it is an indication of the need which such a publication fills. News of suitable materials, projects, and training opportunities, especially when these are evaluated in relation to their usefulness for teachers of Indian students, are an invaluable aid to effective teaching. Requests for additional copies of the Newsletter have been so numerous that we have decided to increase by several thousand the copies of future issues available for distribution.

The article in this issue entitled "Language Drill and Young Children" by Dr. Muriel Saville is of special interest to those of us who are involved in the Bureau's kindergarten program. Dr. Saville's approach represents only one of many to English language teaching at the kindergarten level, but it is essential that we be exposed to a wide variety of ideas in dealing with the problem, especially during this period of formulating a program.

We would like to again urge you to respond to the request from the Center for Applied Linguistics for news of ESL activities taking place in your school. The Newsletter provides an excellent means of sharing successful techniques and gathering new ideas. We hope you will take advantage of this.

Our thanks to Miss Ohannessian and her staff for again putting together an issue full of useful ideas and information in the area of ESL. We would be most interested in having your comments and suggestions.

Evelyn Bauer
Education Specialist
English as a Second Language
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EDITOR'S NOTE

In this second issue of English for American Indians we would first like to express our thanks and appreciation to all those who wrote to the Center for Applied Linguistics with comments and suggestions on the first issue (Fall 1968) of this newsletter, and to those who sent contributions to the present one. We would greatly appreciate receiving new information on activities, projects and experimentation concerned with the teaching of English to American Indians that might be of interest to our readers and would welcome further comments on and suggestions for the newsletter.

The article by Muriel Saville in the present issue deals with the problems of very young Indian children, especially their pronunciation problems. Dr. Saville received her training in linguistics at the University of Texas at Austin. She has worked with American Indian languages, especially with Navajo, and has had some experience in the teaching of English to Navajo children. She also taught kindergarten for five years (1959-1964) in the California public schools. During 1964 to 1966 she was in charge of the implementation and supervision of a research project concerned with the teaching of English as a second language to kindergarten pupils whose primary language was Spanish. The research was supported by the Office of Education and conducted by Frederick H. Brengelman and John C. Manning. The point of view presented by Dr. Saville is based on her training and practical experience, especially in connection with this research project. It presents a linguistically oriented and structured approach which underlies all the activities that the author designates as "drills". We hope to have other points of view presented in future issues of this newsletter and would welcome comments on the present article.

In "The Teacher's Bookshelf" the emphasis in the part devoted to works for the teacher's reference is on supplementary materials that may be needed in addition to the texts being used in class. They include materials on pronunciation and grammar, as well as dictionaries and works that give

suggestions on the use of games and audio-visual aids. A few periodical publications that give practical help to the teacher have been provided. A number of British texts have been given both as useful sources of supplementary material and as examples of an approach that may differ somewhat from that generally found in American works on methodology. Finally, a few works on the teaching of reading have been included, since the part on materials for the classroom is devoted entirely to readers. Although these readers are divided into three levels -- elementary, secondary, and adult education -- in reality many of those included for the secondary level were intended for foreign students in universities. They have been included at this level as the most appropriate in the present context.

In the section on "Information Exchange" we have this time included information on summer institutes of TESOL, on fellowship programs and on appropriate professional meetings, in addition to activities and projects within the BIA school system and outside it. Although we have not had a large number of responses to our request for information on new developments, programs and projects, we hope the accounts of activities reported here prove of interest to our readers and encourage them to share their own activities with others. We would welcome suggestions on the inclusion in this newsletter of other types of information that may be useful to teachers and administrators interested in the teaching of English to American Indians.

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LANGUAGE DRILL AND YOUNG CHILDREN

by Muriel Saville

Linguists and educators have developed efficient methods of teaching English as a second language using various types of pattern drills. They have contended that language habits are best developed when students repeat phonological and grammatical structures as a group and as individuals. Instead of talking to students about language and teaching by translation, they have taught English by having students use the language in drills which have been structured to present new linguistic elements in an ordered sequence and to reinforce them through frequent practice.

In spite of the often successful use of these language teaching methods with older children and adults for a quarter of a century, their application to early childhood education has not been completely accepted. There remains a feeling among some educators that young children "catch" a second language through exposure to others who speak it, and that structured language lessons violate some principles of "natural" growth and development.

It is quite true that a child who grows up with standard English spoken all around him usually speaks the language with sufficient fluency by first grade to permit communication with adults and peers in linguistic structures which are far more complex than those he will meet in the beginning reading material. But many children, including thousands of American Indians, do not fit this developmental pattern. They either do not hear English spoken by family and friends, or they are "exposed" to a non-standard form of the language which may differ substantially from the variety which they will need in school. English is not a secure and unconscious habit they bring to the new school environment; it is rather a foreign element to be conquered before further learning can take place.

Dr. Saville is Assistant Professor, Department of English, in the College of Liberal Arts at Texas A&M University.

In a few schools, this barrier to learning (to concept development) is never erected. When a teacher speaks the children's native language when they first enter the school situation, this foreign element is removed. Even when the native language is used only incidentally in a classroom, some immediate verbal communication is possible and a rapport is established which is conductive to security and learning. When the native language is additionally used for instruction, concept development may be based on what the child has already learned and not wait until the time when English can be used.

Whether or not a bilingual program is immediately feasible in any particular classroom, English is an important component of instruction. Although beginning reading materials are now being developed in some American Indian languages, including Navajo and Hopi, and much learning can take place without textbooks if a teacher is creative, the acquisition of English is a prerequisite within the United States for higher education, and for social and economic mobility.

My own experiences in teaching English as a second language at both the kindergarten and university levels have convinced me that in a classroom situation a language is not caught by mere exposure, but requires a sequential and systematic presentation of structural elements for maximum effectiveness and efficiency with students of all ages. When provisions are made for different interest levels and attention spans, I believe language "drill" is compatible with the more informal curriculum of early childhood education. I would like to illustrate types of language activities which have been developed specifically for teaching the contrastive sounds of English to children in kindergarten, beginner, or first grade classrooms.

Carefully graded lessons to present English sentence structures are already available to most teachers. An early lesson for students with no knowledge of English might consist of the teacher holding up several objects in turn, saying "a ____" with each and having the children repeat each phrase. Individual children would then take turns selecting an object and saying "a ____". There is not enough information on the learning styles in different cultures to permit safe generalizations, but the following order provides a guideline for language activities: (1) recognition -- the teacher provides a verbal model; (2) imitation -- the group responds; (3) individual production.

During the free play period which follows such an elementary presentation, the objects introduced in the drill (i.e. doll, bead, peg, ball, truck, block) should be available to the children. The teacher and aide would encourage the children to identify the objects verbally during that time. Whenever possible, more than one object should be used to illustrate the range of meaning appropriate to each word. "Doll" includes rag doll, large doll, and small doll; "bead" includes square bead, red bead, yellow bead, and round bead. Further abstraction will be achieved as these objects are presented in pictures and then on small flash cards which can be used by pairs of children in some of the pattern practices and in response to the teacher in group activities. The subsequent lesson would expand these phrases to complete sentences, "This is a ____", and new words should be presented in structures of gradually increasing complexity.

Correct pronunciation should be a component of language instruction from the beginning so that faulty habits will not be practiced as English is acquired. Children who have learned some vocabulary items before entering school often still use their native sound system in producing them, so that this aspect of instruction benefits even those who may already be able to communicate in English. While most vocabulary development will occur when words are presented in carefully graded sentence patterns, many new words will be learned in pattern practices of the type suggested below -- particularly if pictures and objects are available to illustrate each lesson. Their primary function, however, is to teach the recognition and production of sounds which are contrastive in English, but not in the language which is native to the children.

A pair of English sounds which is difficult for speakers of many American Indian languages such as Navajo, Papago, Alabama, Hopi, and Eskimo, is the /θ/ of <u>th</u>ing and the /ð/ of <u>th</u>is.* A pattern requiring frequent use of /θ/ is

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* Slashes, as in /p/ and /b/, are used to indicate the basic sounds or phonemes of a language. These sounds contrast with other sounds in the language and make it possible to indicate differences in meaning in such words as, for instance, "pack" and "back" in English. In standard English orthography, phonemes are indicated in a variety of ways, e.g. /i/ is often indicated by the following spellings: f<u>i</u>t, w<u>o</u>men, s<u>y</u>stem, etc., and /f/ by <u>ph</u>oto, rou<u>gh</u>, sta<u>ff</u>, etc.

"Thimble, thimble, who has the thimble", played as you do "Button, button, who has the button". You may then give the thimble (or any other article containing /θ/) to one child and have him say "Thank you for the thimble". He chooses a child and passes the thimble on to him. The game continues until each child has had a chance to say "Thank you for the thimble". This sound is reviewed daily during snack time if each child says "Thank you" when he is served.

The sound /ð/ may be practiced by teaching the song "Here We Go Round the Mulberry Bush". Have the children act out all the verses which begin "This is the way we ____". Individual children produce /ð/ in a game where one child is 'it' and says "Do this" as he performs some action. All of the children imitate him. If he says "Do that", any child who imitates him is out.

After both /θ/ and /ð/ can be produced, several patterns may be practiced in which they must be distinguished. Have several spools of different colored thread in front of the class. The children take turns saying "I think I want the ___ thread", practicing color names as well as the sounds being drilled. You may also have a relay race. Give each team a thimble to pass to the next in line. As a child passes the thimble to the one behind him, he must say "This is a thimble". Once the children have learned the English labels for several objects containing /θ/ and /ð/, put these, or pictures of them, on a table in front of the class. Say "I'm thinking of something that's on the table. What is it?" One child at a time answers, "I think it's the ____", until the object is guessed. The child who names the object is then 'it' and has others guess what he is thinking of. Phonological drill can also be incorporated into lessons for concept development. Discuss the meaning of the words "thick" and "thin". Then let children in turn point to a picture or object and say "The ____ is ____ (thick or thin)". After attention has been called to shapes, put various objects in a bag. The children take turns reaching in without looking and guess what the object is by the way it feels. They should say "I think this is a ____".

While individual and small group responses are often desirable, at times the entire class should repeat words after the teacher, whose pronunciation serves as a model. This can be made more interesting for young children by telling them about echoes and making such drill an "echo game". The children need not know the meanings of all

the words to profit from such activity. A suggested list for /θ/ and /ð/ would be:

this	bathtub	bathe
thumb	mother	mouth
that	panther	lathe
thread	father	moth
they	birthday	smooth
think	feather	teeth

Voiced and voiceless stops do not contrast in many languages. To introduce /t/ and /d/, first, using your natural pronunciation, say the names of several pictures representing words that contain /t/ in the initial and final positions.* Then have the children repeat them as the picture is shown:

toy	foot
telephone	meat
tree	plant
toe	cat
television	rat

Put the pictures in front of the class and let each child take a turn with the pointer, touching a picture and saying, "I am touching the ____". Then say the names of several pictured objects which contain /d/ and have the children repeat these after you:

duck	red
doe	wood
doll	hand
dish	bed
desk	salad

Make several colored deer, dogs, ducks, and donkeys from construction paper. As a child takes his turn he might say to another "Do you want a red duck?" The child who is asked answers either "Yes, I do want a red duck", or "No, I don't want a red duck. I want a green dog." The child who has chosen an animal then asks another "Do you want a

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* /t/ and /d/ between vowels in the middle of words are pronounced alike in many dialects of American English, and are different from /t/ and /d/ in initial and final position, e.g. totter, batted, diddle, etc.

blue donkey?" Continue this game until all the animals have been chosen.

To help teach the distinction between /t/ and /d/, make a chart with two pockets and paste one picture illustrating a word beginning with /t/ over one pocket and one illustrating a word beginning with /d/ over the other. Paste pictures of objects whose names contain /t/ or /d/ on several flash cards and have the children sort them into the appropriate pockets. A dog, for instance, should be put in the pocket under the doll, and a cat under the picture of a television. If the children do not know all of the necessary labels, the teacher should supply them as each picture is selected. The same pictures of objects whose names contain /t/ and /d/ may be used to play "Take and Trade". The first child who is 'it' says "I will take a (truck)." He holds it in front of the class. The next child says "I will take a (telephone). Will you trade your (truck) for my (telephone)?" All children who have had a turn remain standing until the game is over so that the participants may have a chance to trade for any item already chosen. This game requires a more complex sentence pattern, and the children will require prompting a few times until it has been learned. A child who does not yet want to use English, but who wants to participate in such activities, should be allowed to have a turn, with the teacher providing the necessary language pattern.

Similar activities may be used for /k/ and /g/. In addition, words containing /k/ and /g/ should be said by the teacher. The children are instructed to clap or raise their hands when they hear /k/, but not /g/. If this is too difficult, first use words with /k/ and words with entirely dissimilar consonants, such as man, floor, and green. Then put a picture illustrating a word containing /k/ or /g/ on each rung of a ladder cut from construction paper. The children can "climb the ladder" by telling what is on each step, climbing up and down.

Minimal pairs are very useful for teaching the contrasts in English phonology once the concepts "same—different" have been taught with concrete objects and pictures. Without concern for meaning, the teacher should then ask "Are these words the same or different?"

cat -- cat
cat -- dog
man -- man
girl -- boy

When gross differences can be distinguished, drill may begin on those sounds which are contrastive in the children's native language, but in minimal English pairs, such as:

man -- tan
car -- far

Finally, minimal pairs should be presented which contain the English phonemes which are not contrastive in the native language, such as /k/ and /g/ for speakers of Eskimo and Hopi:

cave -- gave
Kay -- gay
crew -- grew
cot -- got
came -- game
cab -- gab
coat -- goat

These can be used in the following way:

Teacher: cave -- cave
Children: same
Teacher: cot -- got
Children: different

The contrast should be first introduced in the initial position in the word, where it can be heard most easily. Children who are reluctant to speak can clap when the words are different, raise their hands, or ring a bell.

The contrast of the voiceless stop /p/ and the voiced stop /b/ in English is a particular problem for speakers of Navajo. The Navajo stop /b/ is similar to the English unaspirated [p] in "spot", but can never occur in final position. The echo game can be used to give Navajo children practice in pronouncing /p/ in various environments:

pan	apple	soap
pen	happy	tap
pig	rapid	rap
Peter	staple	gap
pull	maple	cap
pretty	open	ship
pony	paper	cup

Put small articles with names containing /p/ in packages quickly made by wrapping them in newsprint. Children choose one and say "My package has a ____ in it." The same type of practice can be done for the voiced stop /b/. Make a list of a few words showing /b/ in initial, medial and final positions and have the children repeat them. Then have each child put an object into a bag and show it to the class saying "My bag has a ____ in it."

Both /f/ and /v/ are new speech sounds for Navajo children. They should first be presented in echo games with words to be repeated after the teacher. Then put pictures or objects containing /f/ in a bag for the "finding" game. The children take turns taking something from the bag and saying "I found a ____." For further practice, one child is blindfolded and touches another child who must say "Fee, Fie, Foe, Fum." If the blindfolded child guesses the speaker, he can be 'it' again. When /v/ is introduced, play a "visiting" game. The teacher says "Joe, who do you want to visit?" Joe replies "I want to visit Rose." He takes Rose's place in her chair and Rose is asked who she wants to visit. The game continues until many of the children have changed places.

The contrast between /f/ and /v/ can be practiced by cutting fish of different colors and attaching a paper clip to each. The children go fishing with a pole and magnet and say when they are successful, "I have a (color) fish."

Consonant clusters usually present a problem for children learning English. An echo game may be used for both initial and final clusters. All of the following examples contain /s/, but others may be added:

stove	spool	stool
school	spider	spoon
sponge	stone	stack
sharks	sheets	maps
tacks	cats	barks
tents	hops	bats

Minimal pairs may be used in a "same -- different" activity, as suggested above.

sale -- scale
suit -- scoot
soon -- spoon
sake -- steak
cider -- spider

worse -- works
toss -- tops
loss -- lots
bass -- bats
toss -- tossed

Vowels are harder than consonants for children to distinguish, and they should probably not be emphasized until the "drill" techniques have been established. English /ə/, as in cut, and /æ/, as in cat, are usually the most troublesome.

Say these words that contain /ə/ and have the children play the echo game and repeat them after you:

cut	but	hunt
shut	bunt	rut
mutt	fun	sun
putt	one	gun
run	nut	come

Repeat the preceding words along with several that do not contain the sound /ə/. Have the children raise their hands whenever they hear a word containing /ə/.

Next use words that contain both /a/, as in father, and /ə/, as in mother, in the same manner:

cot	cut	mop
but	bond	bunt
pop	bun	box
fun	rot	hut
doll	hunt	got
nut	hop	one

Have the children repeat the following minimal pairs and then use them for a "same -- different" drill:

cot -- cut	dock -- duck
lock -- luck	doll -- dull
not -- nut	hot -- hut
sock -- suck	pop -- pup
pot -- putt	clock -- cluck

Contrast /ə/ with /e/ in the same way in such words as but and bet, and then make another chart with two pockets. A minimal pair, such as pictures representing "run" and "wren" should be pasted over the pockets. The children sort pictures as suggested for /t/ and /d/.

Cut shoes from colored paper and use a wooden doll bed. The children take turns choosing a pair of shoes and saying "I put the (color) shoes under the bed." This exercise may be combined with a lesson on prepositions and shoes may be put on the bed and by the bed as appropriate.

The vowel /æ/ may be introduced with an echo game:

band	cap	sand
map	pat	calf
rat	have	at
hat	lamp	hand
back	bag	van

Have pictures of a cat and several hats of different colors prepared for use on a flannel board. Each child chooses a hat, puts it on the cat, and says "I put a (color) hat on the cat." Then have the children color and cut out a hat, bat, or cat. Each child holds his picture in front of him and says "I'm a ____."

Let the children hear and feel the difference between /a/ and /æ/ by repeating these minimal pairs:

cot -- cat	got -- gat	spot -- spat
pot -- pat	hot -- hat	not -- gnat
rot -- rat	tot -- tat	cop -- cap
mop -- map	bond -- band	bog -- bag
bottle -- battle		

Have pictures of a cot and several cats of different colors prepared for the flannel board. Each child chooses a cat, puts it on the cot, and says "I put a (color) cat on the cot." For additional practice with this vowel contrast, the children may stand or sit in a circle and throw a ball back and forth to one another, saying "(Name), catch the ball", as they throw.

Certain types of activities will be more effective than others with different teachers and different groups of children. Those which are most effective should be adapted for introducing and reviewing other sounds.

Knowing which English phonemes require direct teaching is essential if a teacher is to be sensitive to the children's language errors and prepared to correct them. The problem areas may be predicted from a contrastive analysis of the native language and English. There are a few works providing information on contrastive features of English

and American Indian languages, such as English as a Second Language for Navajos: An Overview of Certain Cultural and Linguistic Factors by Robert Young, and A Teacher's Guide for Teaching English to Native Children of Alaska (Eskimo and Athapaskan) edited by Donald H. Webster.* Three articles designed to point out major problems that differences between English on the one hand and Navajo, Papago and Choctaw on the other pose for the speakers of these languages are in preparation in a project conducted by the Center for Applied Linguistics. Similar articles for other Indian languages would be very useful for teachers and those interested in the preparation of materials.

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* For details on these, see English for American Indians, Fall 1968, pp. 21-22.

THE TEACHER'S BOOKSHELF

by Carol J. Kreidler

I. For the Teacher's Reference

In the Fall 1968 issue of this newsletter general course materials were discussed. Even with a good series of texts, the teacher often finds it desirable to supplement the material with further exercises from outside sources to elaborate an area or point which his students find particularly difficult. The materials suggested below are a few that may serve as a source for such supplementary work. They were not all written for the English as a second language classroom, but all have something to offer the teacher who needs material to supplement his regular texts.

For remedial work on pronunciation there are some excellent sets of materials. One such is Clifford H. Prator's Manual of American English Pronunciation (rev. ed., 2 vols., New York: Rinehart, 1957), which has been used in teacher training classes as well as for teaching the foreign students for whom it was written. It contains a thorough treatment of consonants, vowels, stress, intonation and rhythm, including articulatory descriptions, diagrams and drill material.

Another set of materials is the three-volume series by English Language Services, Inc., entitled Drills and Exercises in English Pronunciation (New York: Collier-Macmillan, 1966-67, mentioned on page 14 of the Fall 1968 issue). Consonants and Vowels contains short drills for practicing vowels, diphthongs, consonants and consonant clusters in single words, contrasting words, and sentences. The other two volumes in the series, Stress and Intonation: Part I and Part II, deal with word stress, stress in word combinations, common intonation patterns in English, phrase stress, and intonation patterns for contrast and emphasis. There are numerous exercises including marked dialogues, readings, speeches and poems.

There are many sources for grammatical explanations or supplementary grammar drills. Jean Praninskas' Rapid

Review of English Grammar: For Students of English as a Second Language (Englewood Cliffs, N. J.: Prentice-Hall, 1961; 310 pp.) is, as the words 'rapid review' indicate, for advanced students, but it will also be useful as source material for teachers of other levels. The explanations are clear and sound. The lessons begin with a short reading selection which illustrates various grammatical points and basic sentence patterns which are explained and practiced in the lesson.

English Language Services, Inc., has a three-volume series entitled English Grammar Exercises (New York: Collier-Macmillan, 1965). There are no grammatical explanations in the books. The patterns, beginning with simple forms and progressing to a quite advanced level, are illustrated by basic examples, then practiced in several drills. The Key to English Series (English Language Services, Inc., 10 vols., New York: Collier-Macmillan, 1964-66) deals with parts of the English language which cause difficulty to many learners: prepositions, two-word verbs, verbs, vocabulary, figurative expressions, nouns, and adjectives. There is also a volume on letter-writing. Each volume contains explanations, sentence illustrations, readings and exercises.

Another volume of exercises is Virginia French Allen and Robert L. Allen's Review Exercises for English as a Foreign Language (New York: Crowell, 1961; 149 pp.). This volume deals with both grammar and vocabulary. The first part contains exercises on tag questions, pronouns, prepositions, auxiliaries, sequence of tenses, word order, and indirect speech. The second part gives practice on the more difficult words from the first three thousand of the Thorndike-Lorge word count.

The term 'generative' or 'transformational-generative' grammar is one which is very popular now. Probably the newest of the few textbooks based on transformational grammar is William E. Rutherford's Modern English: A Textbook for Foreign Students (New York: Harcourt, Brace & World, 1968; 482 pp.). For those teachers with advanced students there are many interesting types of exercises which can be used as transition from pattern drill to free conversation. Additionally, the teacher with some background in transformational analysis will find the grammatical explanations very helpful. The teacher who does not have such background probably will not be able to use this book for quick help in the explanation of grammatical points. An accompanying Instructor's Manual

provides further material and brief notes on teaching parts of each lesson.

Any of the above books should give the teacher enough exercises or explanations to make his job of supplementing the student's texts an easier one. But there are other kinds of materials which might be classed as supplementary which are also of value to the classroom teacher.

Dictionaries are essential aids in the classroom. The Advanced Learner's Dictionary of Current English by A.S. Hornby, E.V. Gatenby, and H. Wakefield (2nd ed., London: Oxford Univ. Press, 1963; 1200 pp.) is the largest and most recent dictionary prepared for students and teachers of English as a foreign language. Since it was written by British authors it reflects British vocabulary usage. This need not be a hindrance, however, since the American English use of those words that are different is given in the definition. This should be an extremely useful book for the reference shelf in the classroom because of the simplified explanations and definitions. There is also a great deal of information on English grammar which is not found in regular dictionaries: for example, countable nouns are marked by [C] and uncountables by [U]. Twenty-five verb patterns are described and illustrated at the beginning of the dictionary. Each verb entry is then keyed to the patterns in which it may occur. The transcription of pronunciation is that of the International Phonetic Association (IPA).

Major American dictionary publishers have several dictionaries which, although not written for non-native speakers of English, are graded on several levels and thus appropriate and useful for your classes. The Thorndike-Barnhart High School Dictionary (Edward L. Thorndike and Clarence L. Barnhart, eds.; rev. ed., Fair Lawn, N. J.: Scott, Foresman, 1962) is one of a series of dictionaries prepared for the use of students. Also available are beginning, junior, advanced junior, and college dictionaries. In ordering the definitions in each entry these dictionaries list the more frequently used meanings first. Webster's dictionaries (Springfield, Mass.: G. and C. Merriam, 1963) give definitions with the earliest meanings listed first. They include Webster's Elementary Dictionary and Webster's New Secondary School Dictionary, as well as Webster's Seventh New Collegiate Dictionary.

Not a dictionary in the traditional sense because it does not contain definitions of the words used, John S. Kenyon and Thomas A. Knott's A Pronouncing Dictionary of American English (4th ed., Springfield, Mass.: G. and C. Merriam, 1953; 484 pp.) gives the pronunciation of a great body of the common words in American English. The pronunciation, given in IPA transcription, is what is "rather vaguely called standard speech". Variations in pronunciation, either regional or social, are also recorded where necessary.

The problem of finding interesting things to enrich and enliven class activities is a major one for the classroom teacher. Games, for example, are important, perhaps essential elements of the elementary class, and can provide a useful change of pace for high school and adult classes as well. Language-Teaching Games and Contests by W.R. Lee (London: Oxford Univ. Press, 1965; 166 pp.) is a gold mine of suggestions for adding variety to practice in English. The book is dedicated "to all teachers who believe that in foreign-language learning enjoyment and success go together." The games are grouped according to types of learning activity: oral games; pronunciation games; reading and writing games; spelling games; and a group called "Mixed Bag", which are language games but which do not concentrate on a particular language learning point. Although the games included are generally those that will appeal to children, there is a listing in the appendix which includes suggestions as to the age groups, the language proficiency levels, the group sizes, and the indoor or outdoor settings for which the games are suited.

Another source of language games is Gertrude Nye Dorry's Games for Second Language Learning (New York: McGraw-Hill, 1966; 56 pp.). Although the title indicates broader use, the games included are really for English as a second language. Almost all of the games that are described are for use in the classroom and with the entire class participating regardless of its size. There are number games, spelling games, vocabulary games, structure-practice games, pronunciation games, rhyming games, and miscellaneous other types of games. Preceding each game is information on the level for which it is intended, the size limit of the group, and the type of game. The index at the end of the book charts the games, their types (blackboard, oral, active, etc.), and their suitability for each level of proficiency.

Another way to build or maintain class interest is through visual aids. Written for use in teacher training

colleges overseas, Simple Audio-Visual Aids to Foreign-Language Teaching by W.R. Lee and Helen Coppen (2nd ed., London: Oxford Univ. Press, 1969; 122 pp.) emphasizes inexpensive aids, mostly visual, for oral English practice. It is divided into two parts: first, the aids and their use; and second, making aids. The first part suggests many simple and practical things to use: blackboard drawings (the section includes simple sketches of actions that can be drawn in a few seconds), wall-pictures, posters, color slides, puppets and charts. The part on making aids includes information on kinds of paper to be used, how to apply ink and color, copying and enlarging, displaying pictures, how to make and display charts, and how to make simple puppets. Since many of the overseas teachers that this book is intended for do not have access to ready-made aids or even to a selection of materials to make the aids, there are many suggestions for the use of easily accessible materials and easily constructed aids.

Often the teacher can find suggestions for explaining a difficult point or for class activities in practical periodicals. These suggestions are often made by other teachers on the basis of something that worked in their own classes. In the Fall 1968 issue of the newsletter, mention was made of the publications of the Association of Teachers of English to Speakers of Other Languages, the TESOL Quarterly and the TESOL Newsletter. These contain valuable and practical information. There are many other periodicals for teaching English to speakers of other languages published in various countries in the world. However, most of them are not easily accessible. English Language Teaching (London: Oxford Univ. Press, 1945– ; published three times per year) is a very practical journal, easily accessible, which is aimed at the many English teachers in countries around the world. There are many interesting techniques in each issue. The journal usually reflects British views of language teaching and overseas teaching situations, but much that it contains can be immediately applicable to the Indian teaching situation. Interesting features of the journal include the book reviews; the "Question Box" where questions from readers, usually about points of grammar and usage, are answered; and "Readers' Letters" which usually contain comments on previously published articles.

Another useful British publication is Language Teaching Abstracts (New York: Cambridge Univ. Press, 1968– ; quarterly). The abstracts are objective summaries of articles on psychology, linguistics, studies of particular modern

languages, and language learning and teaching. Although not devoted to English teaching exclusively, the articles abstracted are of interest to classroom teachers of English. These abstracts are an excellent way to keep in touch with work being done in the field of language teaching in various countries, as well as the United States.

Several of the publications that have been mentioned above were written by British authors. Long before the early 1940's when teaching English to speakers of other languages became an important interest in the United States, the British were teaching English in many countries overseas.

The British view of language teaching often reflects the teaching situation found in classes in Asia and Africa. The following are general methodology books which reflect British practices. They are listed here for those who wish to have information on a more international view of language teaching. Those who look into them will find a great number of extremely practical suggestions. In addition, the classroom situation for which these books were written may not in some ways be very different from that found in many BIA schools.

Billows, F.L. The Techniques of Language Teaching. London: Longmans, 1961. 259 pp.

Derrick, June. Teaching English to Immigrants. (Education Today: Language Teaching.) London: Longmans, 1966. 256 pp.

French, F.G. Teaching English as an International Language. London: Oxford Univ. Press, 1963. 112 pp.

Gurrey, Percival. Teaching English as a Foreign Language. London: Longmans, 1955. 200 pp.

West, Michael. Teaching English in Difficult Circumstances. London: Longmans, 1960. 136 pp.

Since the following section on materials for the classroom deals with readers, it seems appropriate to include some background material on reading. D.C. Miller's Teaching the Reading Passage (London: Oxford Univ. Press, 1966; 142 pp.) suggests that teaching the given passage should

include training in both reading and comprehension, oral drill in vocabulary and structure, and considerable pronunciation practice. It is designed for use at the beginning and intermediate levels. Charles C. Fries' Linguistics and Reading (New York: Holt, Rinehart & Winston, 1963; 265 pp.) is an attempt to bring together knowledge about language which linguistics has provided over the past century and a half and knowledge about the teaching of reading as learned from surveying the past theories and practices. The approach advocated is to indicate the relation between the sound and the spelling pattern. Methods and materials through which the process of learning to read may be accomplished are discussed.

Carl A. Lefevre's Linguistics and the Teaching of Reading (New York: McGraw-Hill, 1964; 252 pp.) also makes use of modern descriptions of English, but the reading method suggested is different from that advocated by Fries. The author refers to it as the "sentence method". The book is an attempt to relate oral English sentence patterns to the equivalent patterns in writing and print. It is very readable and is a good source of information about the English language.

In the Fall 1968 issue of the newsletter, mention was made of the forthcoming supplement to the Ohannessian Reference List of Materials for English as a Second Language. This supplement, which includes materials published between 1964 and 1968, is now available from the Center for Applied Linguistics.

II. For the Classroom

The classroom materials discussed in this issue have the general classification of readers. Because of our emphasis on hearing and speaking before reading and writing, most American readers are not just a collection of stories but attempt to integrate all of the language skills. In addition to comprehension or discussion questions and lists of the vocabulary which has been presented, there is often provision for vocabulary development, dictation, or grammar review (often in the form of oral practice). In other words, a reader is usually more than a reader.

In selecting reading material either for classwork or for the students' outside reading for pleasure, there are several questions the teacher asks himself, and these

questions were the most important considerations in selecting the readers listed below. The questions are: is the subject matter of interest to the age level and cultural background of the students; is the material suitable for the general English proficiency level of the students; and for class materials, do the exercises provide the kind of practice in vocabulary development, grammar review, composition, oral drill and class discussion which would benefit the students most.

In general, reading selections from general literature are adapted by controlling vocabulary and, usually, grammatical structure. There is no set list of structures that those who prepare materials can use as guidelines. What is usually done is to limit the structures to those taught in most intermediate level courses. Hopefully, provision can be made in the reading and in the drills for the students to reinforce through their reader what they have already learned orally. Vocabulary, on the other hand, is most frequently selected with reference to word frequency lists. Usually these are one or the other of the following: Edward L. Thorndike and Irving Lorge, The Teacher's Word Book of 30,000 Words (New York: Bureau of Publications, Teachers College, Columbia Univ., 1944; 274 pp.) and Michael West, A General Service List of English Words with Semantic Frequencies and Supplementary Word-List for the Writing of Popular Science and Technology (London: Longmans, 1953; 588 pp.).

A. Elementary Level

In the first issue of this newsletter, the Miami Linguistic Readers (53 vols., experimental ed., Boston: D.C. Heath, 1964-66) were mentioned. These carefully organized materials comprise an introductory reading course for elementary schools.

Another series of readers for the upper elementary school or junior high school level is Faye Bumpass' Let's Read Stories (5 vols, New York: McGraw-Hill, 1965). The selections are adaptations of well-known stories: Rip Van Winkle, adapted from Washington Irving (Book One); A Gift from the Heart, from O. Henry (Book Two); The Jumping Frog, from Mark Twain, and The Last Leaf, from O. Henry (Book Three); David Swan, from Nathaniel Hawthorne, and Tennessee's Partner, from Bret Harte (Book Four); The Ransom of Red Chief, from O. Henry, and The Cask of Wine from Edgar Allen Poe (Book Five). Each lesson contains a part of

the story followed by oral practice drills which are to prepare the student for the next reading passage. Intonation is marked by a line-arrow combination on sentences for oral drill. There are also conversation and comprehension exercises and frequent reviews. At the end of each story there is a final test. A brief summary of the author's life, a word list and suggestions for teaching are included in each book. There are attractive colorful illustrations.

B. Secondary Level

Most of the reading materials listed in this column as suitable for use at the secondary level were not originally written for this level. One exception is Book 6 of English for Today, described on page 19 of the Fall 1968 issue of this newsletter.

As with so many American materials on English as a second language, those listed in this issue were prepared for college level foreign students studying in the United States. However, much of the content is generally of interest to students on the secondary level.

David P. Harris' Reading Improvement Exercises for Students of English as a Foreign Language (Englewood Cliffs, N.J.: Prentice-Hall, 1966; 178 pp.) is not a reader in the traditional sense. It is, as the title implies, intended for the improvement of the skill of reading for high-intermediate and advanced students. Part I is a diagnostic vocabulary test and a reading comprehension test which covers both speed and comprehension. There are also some suggestions for increasing vocabulary. Parts II - VII consist of exercises to increase speed in recognition and comprehension, first of words, then of sentences, paragraphs, and longer prose pieces. Part VIII deals with scanning techniques and Part IX contains exercises to develop speed and accuracy in using a dictionary. A key to the exercises and reading-time conversion table are included.

The largest series of readers is English Language Services' Collier-Macmillan English Readers (New York: Collier-Macmillan, 1965-68). This is a graded series of 21 books, some of which are specially written and some of which are adapted. Six of the readers are supplementary to English 900 (see page 20 in the Fall 1968 issue of the newsletter). They range from beginning to intermediate

level of English proficiency. In addition there are fifteen books on the 2000-word, 3000-word, and 4000-word levels. Comprehension and vocabulary exercises for the stories are at the back of each book. A key to the exercises and a glossary are also given at the back of the book.

Most of these readers resemble other English-as-a-second-language readers, with one notable exception. This is A Magazine Reader (4000-word level), which looks like a magazine. Since the original selections, which are from magazines, have been changed very little except for abridgement, it is suitable primarily for advanced students. The selections include stories, articles, poems, and word-puzzles from seventeen different magazines covering general, news, women's, scientific, and hobby magazines, as well as sports and outdoors magazines. Each section begins with an introduction which contains a discussion of the types of magazines which are included in that category. There are many illustrations and pictures. Technical vocabulary and colloquial speech items are preceded by an asterisk in the selections and explained in the glossary at the end of the reader. This is certainly an interesting way to begin to build interest in one type of reading that might be continued after the student leaves school.

Reader's Digest Readings: English as a Second Language (Kitchen, Aileen Traver, Virginia French Allen and Kenneth Croft, eds., 6 vols., Pleasantville, N. Y.: Reader's Digest Services, 1963-64) is a series of readers containing popular articles from the Reader's Digest which have been edited for students of English as a second language. Using the Thorndike-Lorge word count, Books One and Two are at the 500-word level, Books Three and Four, at the 1000-word level, and Books Five and Six, at the 2000-word level. New vocabulary items, which are introduced gradually, are printed in bold-face type when first introduced and explained at the bottom of the page. There is also a glossary at the back of each book. Exercises at the end of each article are of the comprehension and vocabulary types. An answer key to the exercises is at the back of each book.

Robert J. Dixson's series, The U.S.A. (3 vols., New York: Regents, 1959-68) presents information about the United States in interesting and readable form. The first book, The Land and the People, by Dixson, has a vocabulary range of 1200 words. The readings, organized on

geographical lines, are mainly historical, emphasizing the growth of the country. There are comprehension questions and some vocabulary drills following each selection. The second book, Men and History, by Dixson and Herbert Fox, has a vocabulary range of 1600 words. The readings are the stories of famous men and the events which made them famous. Factual information precedes each selection as background and following the selection are true-false comprehension questions, conversation and discussion questions and vocabulary check-up. The third book, Men and Machines, by Rachael L. Chapman, has a vocabulary range of 2400 words. The readings are the stories of the achievements of men who have contributed to the scientific, industrial, cultural and social progress of the United States. Each selection is preceded by background material and followed by comprehension questions, vocabulary building exercises and conversation and discussion questions.

There is a general appeal to all ages in folktales. Vinal O. Binner's American Folktales I: A Structured Reader, and American Folktales II: A Structured Reader (New York: Thomas Y. Crowell, 1966-68) would probably appeal to intermediate level students whether in upper elementary school, high school or adult basic education classes. After each tale, some of the structures which were repeatedly presented in the story are selected as models for explanation and practice. The vocabulary section of the exercises consists of lists of selected words from the story, selected idioms, related words and opposites. There are also comprehension questions and story retelling exercises, pronunciation review and dictation exercises. A sequel on a more advanced level, in the 3000-word range of the Thorndike-Lorge count, is a two-volume series: International Folktales I: A Structured Reader, and the forthcoming International Folktales II: A Structured Reader (New York: Thomas Y. Crowell, 1967-). This series includes folktales from Korea, India, Turkey, Iceland, Europe, and Tibet. The same type of exercises follow each of these tales.

Another historical reader is Men Who Made America: The Founders of a Nation, by Daniel daCruz (New York: Thomas Y. Crowell, 1962; 143 pp.). This is a series of originally written biographies of those who contributed to the development of the country from the time of Columbus to the end of the Civil War. It is written for intermediate level students with controlled vocabulary and structure, but it is not oversimplified or written down to the audience. There are stories about William Penn, Junipero

Serra, Eli Whitney, Samuel Clemens, John (Johnny Appleseed) Chapman, and many more. Each selection is followed by exercises for checking comprehension and building vocabulary, and suggestions for composition topics.

Grant Taylor's American English Reader: Stories for Reading and Vocabulary Development (New York: Saxon Press [McGraw-Hill], 1960; 235 pp.) contains twelve stories adapted from American history and literature for intermediate level students. Selections include "The Legend of Sleepy Hollow", "The Lewis and Clark Expedition", "Thomas A. Edison", etc. The book attempts to teach vocabulary within the framework of controlled sentences and it emphasizes "active" language ability. A comparatively intensive amount of work is suggested following each selection. Each story has word study lists, questions for oral and written practice, "summary sentences" for oral practice, and a variety of vocabulary exercises, some based on "word form charts" which appear with each group of exercises.

A more advanced book but one with excellent vocabulary building exercises is Kenneth Croft's Reading and Word Study for Students of English as a Second Language (Englewood Cliffs, N.J.: Prentice-Hall, 1960; 353 pp.). The book aims to raise the vocabulary level of the students from the 2000-word level to the 4000-word level. The first part contains stories such as "Rip Van Winkle" and "The Headless Horseman" by Irving; "The Open Boat" by Crane; "The Maysville Poet" by Lardner; and "Tappan's Burro" by Grey. Each selection has explanatory footnotes and multiple choice and true-false questions for checking comprehension. The second part, "Word Study", contains explanation and a great variety of exercises on word formation. The two parts are designed to be used simultaneously, but they may be used independently.

C. Adult Education

All of the readers listed as suitable for secondary school level could also be used in adult basic education classes with the possible exception of Harris' Reading Improvement Exercises and Croft's Reading and Word Study, both of which are probably too advanced for the usual adult basic education class.

Not a reader, but reading material designed for adult education classes is a newspaper entitled News For You (Syracuse, N.Y.: Laubach Literacy, Inc., 1959-). Published weekly, the paper is available in two levels, a beginning level (A) and an intermediate level (B). It contains current news stories, news briefs, Americana and usually a quiz or crossword puzzle. The ability to read about what is happening in the world is of tremendous satisfaction to beginning adult readers. This then should be an interest-builder for adult education classes. News for You could also be used on the secondary level.

INFORMATION EXCHANGE

by Ruth E. Wineberg

In this second issue of the newsletter, "Information Exchange" is devoted to the following types of information: new and ongoing programs in BIA schools and classrooms, including expanded descriptions, indicated in the following pages by an asterisk, of several items mentioned only briefly in the first issue; pilot projects and activities concerned with American Indians and carried out by organizations other than the BIA; and selected professional meetings in 1969. Information on 1969 summer institutes in TESOL, and 1969-1970 fellowship programs in TESOL and bilingual education has also been included. The source of information for each entry in this section is indicated in parentheses following the entry.

In preparing the third issue of the newsletter, the editor would again welcome news items from readers about their own activities and innovations in TESOL.

I. DEVELOPMENTS IN BIA SCHOOLS

Reservation-wide Teacher Training.* During 1968 a series of introductory and intermediate courses in the teaching of English as a second language (TESL) under Title I grants (PL 89-10) were offered to elementary school teachers and supervisors in schools on the Navajo Indian Reservation, which is spread over a three-state area (Arizona, New Mexico, and Utah). The classes were open to public and parochial school teachers as well as to those in the BIA system. The program was designed to bring TESL courses to teachers and administrators dealing with the special problems of Navajo children who are often linguistically and culturally isolated from the majority culture, and require special help if they are to achieve their greatest potential.

Training classes met at ten locations (Crownpoint, Chuska, Sanostee, and Fort Wingate in New Mexico and Chinle, Tuba City, Teec Nos Pos, Greasewood, Many Farms, and Kayenta in Arizona), chosen for their accessibility to teachers in

remote areas, who often find it difficult to attend available college and university programs.

The introductory TESL course was conducted one day a week from 4 p.m. to 9 p.m. for seven weeks for a total of 400 participants. Three quarter hours of graduate credit were given by Colorado State University, Fort Collins, to those who successfully completed it.

Course content included theories and assumptions of TESL; phonology, morphology, and syntax of English; and cultural and linguistic interference encountered by native speakers of Navajo when they study English. Participants prepared lesson plans, sequenced material for various levels, and taught pronunciation. A number prepared materials correlating ESL with other subject areas. The teaching of reading, writing and methods of testing were discussed. Special consultants were invited to speak to the classes. Visual aids, a variety of current publications, and textbooks were made available.

Intermediate teacher training courses are now in progress at Greasewood, Arizona and Chuska, New Mexico. Courses will be offered at Many Farms, Chinle, Teec Nos Pos, Tuba City, and Kayenta, Arizona and at Shiprock, New Mexico before the end of May 1969. In December 1968, classes were completed at Crownpoint and Fort Wingate, New Mexico. Participants at each location have been limited to twenty teachers and supervisors who have completed the introductory course or its equivalent and who have shown outstanding leadership and ability. Half of the thirty-hour course is devoted to lectures, discussions and consultation and half to practice teaching in a classroom with Navajo children under the supervision of the program director.

Proper planning and evaluation are stressed throughout the course. Objectives are analyzed for validity and then stated in terms of observable student behavior. Preassessment is stressed as is testing of the degree of achievement of the stated objective. Lesson plans are analyzed for efficiency, and alternate strategies for the same objectives are discussed. The importance of individualized instruction and techniques for achieving it are emphasized. Teachers are guided to an objective evaluation of their performance in the classroom and to a comparison of it with that of their peers.

Planning for possible advanced teacher training classes for 1969-1970 and 1970-1971 is under way. (Gina P. Harvey,

Project Director, 5703 Mickey Drive, Farmington, New Mexico 87401)

Creative Writing Project. In the first five years of a Creative Writing elective at the Institute of American Indian Arts, high-school students -- many of whom used English as a second language -- regularly wrote their way into national magazines and onto the lists of trade publishers in open competition with established professional authors.

Many young men and women, ready to settle for the self-image, "I'm just an Indian", discovered that words were a rewarding means of self-expression. As each student wrote and came to see his own personal ideas on paper before him, his dim view of himself began to take on clear shape and to command his own respect. He felt comfortable writing in poetry, fiction or factual forms that gained peer, public, and professional recognition. As a result, he set new standards for himself, not merely in writing but in living.

In 1968, under a BIA contract project, Creative Writing was offered to Bureau secondary schools in Alaska, Arizona, Mississippi, New Mexico, Oklahoma, Oregon and Utah.

The approach and method were flexible and so far have taken on seven different shapes in the seven schools thus far introduced to the project through personal visits by the project director, Mrs. T.D. Allen, and her consultant, Professor John Povey of the University of California at Los Angeles. The only repeated approach was that of observing classes for two or three days before attempting to formulate a method of work in each school.

In five of the seven schools thus far visited, the language arts staff met to discuss student and teacher needs, to get acquainted with the accumulating body of Indian-written literature growing out of the pilot program at the Institute of American Indian Arts, or to participate in sense-awareness experiments which could be used by the teacher with her students if she wished. One such experiment, for instance, might be chewing on a leaf and, in turn, opening up each of the five senses in relation to this most familiar object.

During school visits, the project director and consultant

conduct teaching demonstrations, hold personal and group conferences with students and/or teachers, and criticize manuscripts. All of these help in getting acquainted in order that correspondence can be a continuing personal relationship.

Once the project has been personally introduced in the schools, the director and three or four consultants will continue to teach by mail, keeping in touch with both teachers and students. Teacher-selected manuscripts will be evaluated and detailed assistance given with a view toward training participants in the craft of writing.

Second visits of a week or longer are planned for each of the schools. A late spring workshop is under consideration for teachers and selected students who would spend a week or ten days in demonstration classes, in writing, in poetry readings, and in experiments in creativity. Participants would also be given detailed manuscript criticism and marketing help. Additionally, a manual is projected as both a record of the year's work and as a teaching guide. (T. D. Allen, Project Director, P. O. Box 2775, Carmel, California 93921)

ESL Materials for Beginners.* Some new materials designed especially for teaching English to Navajo-speaking students are being tried out with a group of children in the beginner class at the Shonto Boarding School. English for Navajo Beginners, an adaptation of the American English Series, Book I (revised edition), was prepared by Dr. Mary Jane Cook of the University of Arizona. The oral, sequenced text is divided into units, each having the following parts: estimated time to cover unit; lists of appropriate pictures and common objects to use with the lesson; behavioral objectives subdivided into listening, comprehension and repetition, questions and answers for teacher and student, and dialogue; classroom procedures with divisions identical to those in the behavior objectives section; pronunciation aids; application exercises (songs and games) for reinforcement of structure and vocabulary; and performance evaluation. An audiovisual kit containing pictures for use with each lesson accompanies the text. (Martha L. Davis, Teacher, Shonto Boarding School, Bureau of Indian Affairs, Tonalea, Arizona 86044)

Integrated Language Arts Program.* One of the underlying principles of the ESOL program in reading and writing at

Rock Point Boarding School is that children initially will be asked to read and write only sentences of which they know the structures and almost all the content vocabulary. Many Anglo-oriented materials do not meet this requirement when used in teaching English to Navajo-speaking children. The Miami Linguistic Readers, which are being used for teaching initial reading in the overall integrated language arts program, have been found appropriate because the development of sentence structure in the Miami series is consistent, generally, with the Rock Point ESOL program. For the first time this current school year, third graders who have completed the Miami readers are reading Anglo-oriented materials. (Elizabeth W. Willink, Education Specialist, Rock Point Boarding School, Chinle, Arizona 86503)

Developmental Reading Program. Twenty-five high-school students at the Institute of American Indian Arts are participating in a pilot project designed to increase their reading skills as well as to encourage a positive attitude toward reading itself. Evidence indicates that while the students appear to handle informal, conversational English quite well, it is difficult for them to convert formal, sophisticated written language into vicarious experience. Therefore, the emphasis of the program is on comprehension skills, with the students receiving special help through working with taped selections and restatement of more difficult language into that with which the students are familiar.

As a student listens to a taped passage at his instructional reading level, he answers printed multiple-choice questions which are simpler restatements of the more formal language of the selection. The student checks his own work as portions of the material are heard again followed by the question and answer that relate to it. Vocabulary practice is also included. A comprehension and vocabulary test is given at the end of each lesson. (Marjorie Childs, Language Arts Specialist, Institute of American Indian Arts, Cerrillos Road, Santa Fe, New Mexico 87501)

II. OTHER PROJECTS AND ACTIVITIES

Bilingual Family School for Cherokee. The Bilingual Family School (Adair County, Oklahoma), a component of the South Central Region Educational Laboratory, was initiated in March 1968. In order to overcome the language barrier

which often impairs the educational and economic development of the Cherokee-speaker -- adult and child --, the Bilingual Family School aims to foster the child's cognitive growth in his first language and in English; and to enable the child to function in both Cherokee and English as he enters first grade. The program is also designed to utilize and strengthen the teaching and child-rearing styles of mothers; to reduce the alienation from school of Cherokee parents by involving them directly in the learning activities of their children; to provide a critical affirmation of the value of the Cherokee culture; and to stimulate institutional responsiveness to the needs of Cherokee children.

Currently, the pilot program operates five days weekly throughout the regular school year. Twenty 3-, 4-, and 5-year-old children and their mothers meet together at the school, arriving by bus, three days per week. One day is spent in staff development, including program analysis and evaluation, and one day in home visits. Selected materials stress Cherokee legends, perceptual skills, number concepts, and language development, and provide opportunities for conceptual growth in both Cherokee and English. A portion of the day is devoted to learning English.

Parents observe and participate in their child's learning situation at school, and through interpretation by the staff, gain a basic understanding of how children learn. Staff observation of parent behaviors enables them to utilize and strengthen the teaching and rearing styles of Cherokee mothers. Parents are given educationally stimulating materials to present to their children at home, and regular visits by the Home School Coordinator encourage their use and provide feedback concerning their effectiveness. (Florence McCormick, South Central Region Educational Laboratory, National Old Line Building, Little Rock, Arkansas 72201)

Planning Conference for a Bilingual Kindergarten Project for Navajo Children.* The first of two separate meetings on planning a bilingual Navajo-English kindergarten project was held at the Center for Applied Linguistics in Washington on October 11-12, 1968. Present were specialists in early childhood education, linguistics, psycholinguistics, anthropology, teaching English as a second language and related fields. After reports and discussions on relevant background information, the meeting was devoted to the educational, cultural and linguistic goals of such a program, to the specific goals and content of the curriculum, and to problems related

to the use of Navajo as a medium of instruction and to the use and teaching of English in kindergarten activities. Further sessions were devoted to the preparation of Navajo and non-Navajo teachers for the bilingual kindergarten and recommendations on the curriculum and preparation of teachers, as well as on the implementation of the recommendations. A draft report with recommendations has been prepared, distributed to consultants for their comments and approval, and is in the final stages of completion. It will be submitted to the BIA. (English for Speakers of Other Languages Program, Center for Applied Linguistics, 1717 Massachusetts Avenue N.W., Washington, D. C. 20036)

III. PROFESSIONAL MEETINGS

Association of Teachers of English to Speakers of Other Languages (TESOL), March 5-8, 1969, Pick-Congress Hotel, Chicago, Illinois. The 1969 TESOL Convention will provide a varied program of interest to all who are professionally involved in the teaching of English to speakers of other languages. There will be general sessions of relevance to all members; special sessions for members' reports on theoretical research and classroom applications in ESOL; large-group programs on methods and media for large and heterogeneous classes, Teaching Standard English as a Second Dialect (TSESD), and linguistic theory and language learning; and several small-group programs, at which talks will be presented, followed by informal discussions. A wide range of instructional materials and aids for TESOL will be on display. There will also be video-tape demonstrations of ESOL lessons. (James E. Alatis, TESOL Executive Secretary, School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007)

Georgetown University Round Table, March 14-15, 1969, Georgetown University, Washington, D. C. The theme of the conference is linguistics and the teaching of English to speakers of other languages or dialects. The meeting of the Washington Linguistics Club on the evening of March 13 will be devoted to sociolinguistics and urban language research. (James E. Alatis, Chairman, 20th Annual Round Table on Linguistics and Language Studies, Georgetown University, Washington, D. C. 20007)

Northeast Conference on the Teaching of Foreign Languages, March 27-29, 1969, Americana Hotel, New York City, N. Y.

According to the program, "This year's reports and demonstrations will deal with the use of media in language teaching: discs, films, overhead projectors, slides, tapes, video tape recordings." Language groups covered include English as a foreign language. (Mrs. Nancy W. Lian, 320 Riverside Drive, New York City, N. Y. 10025)

National Association of Language Laboratory Directors, April 28, 1969, Portland Hilton Hotel, Portland, Oregon. Information from: James W. Dodge, Brown University, Box E, Providence, Rhode Island 02912.

National Association for Foreign Student Affairs (NAFSA), April 29-May 2, 1969, Sheraton-Boston Hotel, Boston, Massachusetts. The theme of the 1969 conference is "The Internationalization of Higher Education". One of the units of NAFSA is the Association of Teachers of English as a Second Language (ATESL). The last day of the conference, May 2, will include ATESL sessions on the general problems of teaching English to speakers of other languages, covering language learning, specialized materials and research in EFL, and finally ATESL and domestic crisis. (NAFSA Central Office, 1860 19th Street, N.W., Washington, D. C. 20009)

International Reading Association (IRA), April 30 - May 3, 1969, Kansas City, Missouri. According to the preliminary program, the theme is "Challenges and Opportunities in Reading". There are limited registration pre-convention institutes on April 29-30, two of which are entitled, "Changing the Learning Patterns of the Culturally Different" and "Reading Instruction for Linguistically Different Learners". (IRA Headquarters, Six Tyre Avenue, Newark, Delaware 19711)

IV. INSTITUTES AND FELLOWSHIPS

Under the new Education Professions Development Act (EPDA), programs to train individuals in English for speakers of other languages and in bilingual education are to be supported by the U.S. Office of Education during the summer of 1969 and academic year 1969-1970. Both long-term fellowship programs and short-term summer institutes will be conducted. This will be the first year of support for such programs under the EPDA, which replaces the legislation that authorized the National Defense Education Act (NDEA) institutes.

The TESOL programs are designed to improve the qualifications of individuals engaged in or preparing to engage in the teaching of English to students who speak a first language other than English, or a non-standard dialect of English. Some projects are intended for persons with specific backgrounds and professional responsibilities and others, for individuals working with students from a particular population, e.g. children who speak an Indian language.

Bilingual education projects are designed to train individuals for work in bilingual education programs in the schools. Such school programs utilize two languages as mediums of instruction and are generally located in areas where there are large numbers of children whose first language is other than English.

Those who wish to attend an EPDA program should request final information on the program and application forms from the appropriate program director, NOT THE U.S. OFFICE OF EDUCATION. The director is responsible for possible changes in program or areas to be served, and for the screening and selection of applicants. Each college or university decides whether or under what conditions credit will be granted for participation in the programs. Completed applications for the programs must be postmarked no later than April 6, 1969.

Several programs that may be of interest to teachers of American Indians are listed below. Unless otherwise indicated, projects are open to all qualified applicants. Included for each project is a brief note on instructional components. Most also include a workshop or practicum to illustrate applicability of the substantive work to specific school situations.

TESOL INSTITUTES

ALASKA. Alaska Methodist University, Anchorage 99504. Teaching ESOL to Eskimo and Indian Youth, Methods and Materials for Teaching in Alaskan Rural Schools, Writing Curriculum Materials. Teachers of American Indians or Eskimos, and aides (grades P-12; Alaska). June 30 - August 15 and part-time September 1969 to May 31, 1970. O. W. Frost.

CALIFORNIA. Pasadena College, Pasadena 91104. Methods, Curriculum and Materials in Teaching ESOL, Applied Linguistics, Sociological and Psychological Aspects of the History and Culture of the American Indian. Teachers of American

Indian children and supervisors (grades K-6; open but preference to applicants from Arizona, New Mexico, California and Oklahoma). June 30 - August 8. Lewis R. Thompson.

University of Southern California, Los Angeles 90007. Applied Linguistics, Methodology of ESOL, Cultural Anthropology, Instructional Technology for Indian Youth. Teachers of American Indians (grades 1-12; open). June 16 - August 1. Robert B. Kaplan.

ILLINOIS. University of Illinois, Urbana 61801. Four one-week institutes: October 1969 in Detroit on language problems of migrant workers; December 1969 in Tempe, Arizona on the language problems of the Indian and Mexican; February 1970 in Alabama on differences of dialect in the rural south; March 1970 in New York on the language problems of Negro and Puerto Rican students. A full-time institute January - June 1970: Psycholinguistics, Dialectology, Applied Linguistics, Language Problems of the Disadvantaged, Research in Language Teaching. State supervisors of English or reading, or persons who would like to qualify for such positions. Eldonna L. Evertts.

TESOL FELLOWSHIPS

CALIFORNIA. University of California at Los Angeles, Los Angeles 90024. Methods of Teaching ESOL, Linguistics, Contrastive Analysis of English and Other Languages, Phonetics, Advanced Composition, Structure of English. Experienced and prospective teachers (grades 1-12). September 1969 - June 1970. Clifford Prator.

BILINGUAL EDUCATION FELLOWSHIP

NEW MEXICO. University of New Mexico, Albuquerque 87106. Bilingual Instructional Methods, Language, Linguistics, Anthropology, Sociology, Education, Development of Materials, Indian and Mexican-American Culture. Teachers and 10 administrators for 2 weeks only (grades pre-school - 12; open). July 1, 1969 - June 30, 1970. Miles V. Zintz.

(This information was furnished by the Bureau of Educational Personnel Development, U.S. Office of Education. Please note that, as stated above, inquiries should be addressed to the director of the program in which you are interested.)